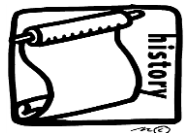




Langney Primary End of Year Expectations and Key Assessment Criteria for History



Key Stage	Year Group	Chronological Understanding	Key Individuals Key Events	Historical Enquiry	Local History
Key Stage 1	1	<p>I can understand the difference between the past and the present.</p> <p>I can order people, events and artefacts, that I have found out about, on a timeline.</p> <p>I can use time related words and phrases when talking about the past: now, yesterday, last week, when I was younger, before I was born.</p> <p>I can explain changes within living memory (e.g. school, toys, clothes, cars, airplanes, holidays, technology).</p>	<p>I can explain how significant people from the past have contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Explorers - Christopher Columbus / Ellen McArthur • Space - Neil Armstrong / Helen Sharman • World Wide Web - Tim Berners-Lee • Flight - Wright Brothers / Amy Johnson • Disabilities / Equal Opportunities - Louis Braille / Stephen Hawking • Tudors - King Henry VIII • Anniversary - Guy Fawkes • Civil Rights and Social Activists - Nelson Mandela / Dr. Martin Luther King • World War - Anne Frank • Medicine - Mary Seacole / Florence Nightingale • Seaside Resorts - Queen Victoria • History of Trains - George Louis Stevenson <p>I can explain events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> • Great Fire of London • First aeroplane flight • RNLI – Lifeboat History • Sinking of The Titanic • Man's First Moon Landing • The Gunpowder Plot • History of Trains and Railways (Bluebell Railway) • Battle of Hastings 	<p>I can look at a variety of sources to find out about the past (e.g. books, videos, photographs, pictures and artefacts).</p> <p>I can ask questions about pictures and artefacts when finding out about the past.</p>	<p>I can explain significant historical events, people and places in my own locality.</p> <p>Seaside Resorts</p> <ul style="list-style-type: none"> • Eastbourne <p>Battle of Hastings</p> <ul style="list-style-type: none"> • Battle Abbey and Battlefield <p>History of Trains and Railways</p> <ul style="list-style-type: none"> • Bluebell Railway <p>Castles</p> <ul style="list-style-type: none"> • Pevensey Castle • Bodiam Castle • Lewes Castle • Herstmonceux Castle • Hever Castle

Key Stage	Year Group	Chronological Understanding	Key Individuals Key Events	Historical Enquiry	Local History
Key Stage 1	2	<p>I can use the words 'past' and 'present' when telling people about an event.</p> <p>I can order people, events and artefacts, that I have found out about, on a timeline.</p> <p>I can explain changes within living memory (e.g. school, toys, clothes, cars, airplanes, holidays, technology).</p>	<p>I can explain how significant people from the past have contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Explorers - Christopher Columbus / Ellen McArthur • Space - Neil Armstrong / Helen Sharman • World Wide Web - Tim Berners-Lee • Flight - Wright Brothers / Amy Johnson • Disabilities / Equal Opportunities - Louis Braille / Stephen Hawking • Tudors - King Henry VIII • Anniversary - Guy Fawkes • Civil Rights and Social Activists - Nelson Mandela / Dr. Martin Luther King • World War - Anne Frank • Medicine - Mary Seacole / Florence Nightingale • Victorians / Seaside Resorts - Queen Victoria • History of Trains - George Louis Stevenson <p>I can explain events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> • Great Fire of London • First aeroplane flight • RNLI – Lifeboat History • Sinking of The Titanic • Man's First Moon Landing • The Gunpowder Plot • History of Trains and Railways (Bluebell Railway) • Battle of Hastings 	<p>I can look at a variety of sources to find out about the past (e.g. books, videos, photographs, pictures and artefacts).</p> <p>I can name the different ways the past is represented.</p> <p>I can ask questions about the past.</p>	<p>I can explain significant historical events, people and places in my own locality.</p> <p>Seaside Resorts</p> <ul style="list-style-type: none"> • Eastbourne <p>Battle of Hastings</p> <ul style="list-style-type: none"> • Battle Abbey and Battlefield <p>History of Trains and Railways</p> <ul style="list-style-type: none"> • Bluebell Railway <p>Castles</p> <ul style="list-style-type: none"> • Pevensey Castle • Bodiam Castle • Lewes Castle • Herstmonceux Castle • Hever Castle

Key Stage	Year Group	Chronological Understanding	British, Local and World History	Historical Enquiry	Possible Fieldtrips
Key Stage 2	3	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline to place historical events in chronological order.</p>	<p>ANCIENT GREECE</p> <p>I can explain the achievements of Ancient Greece civilisation.</p> <p>I can explain Greek life through studying Ancient Greece.</p> <p>I can explain the influence Ancient Greece has had on the western world.</p> <p>ACHIEVEMENTS OF ANOTHER EARLY CIVILISATION</p> <p>I can explain the achievements of an early civilisation and its influence on the western world.</p> <ul style="list-style-type: none"> • Ancient Sumer • Indus Valley • The Shang Dynasty of Ancient China • Ancient Egypt 	<p>I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums).</p> <p>I can recognise that there are different accounts of history.</p> <p>I can ask questions and find answers about the past.</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • The British Museum, London <p>Ancient Egypt</p> <ul style="list-style-type: none"> • The British Museum, London

Key Stage	Year Group	Chronological Understanding	British, Local and World History	Historical Enquiry	Possible Fieldtrips
Key Stage 2	4	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline to place historical events in chronological order.</p> <p>I can use a timeline to describe the changes in a period of history.</p>	<p>CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE</p> <p>I can explain the changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> • Skara Brae - Late Neolithic hunter-gatherers and early farmers • Stonehenge – Bronze Age religion, technology and travel • Iron Age Hill Forts – tribal kingdoms, farming, art and culture. <p>ROMAN EMPIRE</p> <p>I can use evidence to explain about the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54BC 	<p>I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums).</p> <p>I can recognise that there are different accounts of history.</p> <p>I can ask questions and find answers about the past.</p>	<p>Stone, Bronze and Iron Ages</p> <ul style="list-style-type: none"> • West Rise Junior School • Stone, Bronze and Iron Age • Workshop visits to schools • Bushcraft Centres <p>Roman Empire</p> <ul style="list-style-type: none"> • Fishbourne Palace • Bath • Eastbourne in Roman Times

			<ul style="list-style-type: none"> • The Roman Empire by AD42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, e.g. Boudica • Romanisation of Britain – sites such as Caerwent and the impact on technology, culture and beliefs, including early Christianity. 		
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Key Stage	Year Group	Chronological Understanding	British, Local and World History	Historical Enquiry	Possible Fieldtrips
Key Stage 2	5	<p>can order significant events, movements and dates on a timeline.</p> <p>I can use a timeline to describe the changes in a period of history.</p> <p>I can explain how historical events occurred at the same time as others in different locations.</p>	<p>BRITAIN'S SETTLEMENT BY ANGLO-SAXON AND SCOTS</p> <p>I can explain Britain's settlement by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman empire. • Scots invasions from Ireland to north Britain (now Scotland). • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne <p>I can explain the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066.</p> <p>A NON-EUROPEAN SOCIETY STUDY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY</p> <p>One study from: early Islamic civilisation, including a study of Baghdad c.AD900;</p>	<p>I can evaluate evidence and sources to choose the most reliable forms when finding out about the past.</p> <p>I can investigate my own questions and lines of enquiry.</p> <p>I can give reasons for why there may be different interpretations of history.</p> <p>I can explain how some things in the past have affected and influenced life today.</p>	<p>Anglo-Saxons & Vikings</p> <ul style="list-style-type: none"> • Workshop visits to schools • Leeds Castle • Saxons In the Meon Valley: South Downs Sustainability Centre

			Mayan civilisation c AD 900; Benin (West Africa) c. AD 900-1300.		
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Key Stage	Year Group	Chronological Understanding	British, Local and World History	Historical Enquiry	Possible Fieldtrips
Key Stage 2	6	<p>I can order significant events, movements and dates on a timeline.</p> <p>I can use a timeline to describe the changes in a period of history.</p>	<p>A LOCAL HISTORY STUDY</p> <p>I can communicate information about history in my local area.</p> <ul style="list-style-type: none"> A depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site from a period beyond 1066 that is significant in the locality. <p>A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY THAT EXTENDS PUPILS' CHRONOLOGICAL KNOWLEDGE BEYOND 1066</p> <p>I can communicate information about an aspect of British History that happened after 1066.</p> <ul style="list-style-type: none"> Crime and Punishment through the ages Leisure and entertainment through the ages The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century. The legacy of Greek or Roman culture (art architecture or literature) on later periods in 	<p>I can evaluate evidence and sources to choose the most reliable forms when finding out about the past.</p> <p>I can investigate my own questions and lines of enquiry.</p> <p>I can give reasons for why there may be different interpretations of history.</p> <p>I can explain how some things in the past have affected and influenced life today.</p>	<p>Victorians</p> <ul style="list-style-type: none"> Heritage Eastbourne Walk Eastbourne Seafront Victorian Architect Pier Lewis Carroll Charles Dickens <p>World War II</p> <ul style="list-style-type: none"> Eastbourne during the War Use of Redoubt Fortress during the war

British history, including the present day.

- A significant turning point in British history, for example, the first railways or the Battle of Britain.